DOCUMENT RESUME

ED 375 066 SO 024 563

TITLE	Working Together: Lessons in Justice. Law-Related Lessons for Teaching the U.S. Constitution.
INSTITUTION	Constitutional Rights Foundation, Chicago, IL.
SPONS AGENCY	Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE	94
CONTRACT	93-JS-CX-0002
NOTE	61p.
AVAILABLE FROM	Constitutional Rights Foundation, 407 South Dearborn Street, Suite 1700, Chicago, IL 60605.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Citizenship Education; Constitutional Law; Elementary Education; Instructional Materials; *Law Related Education; Learning Activities; *Social Studies; Teaching Methods; *United States History
IDENTIFIERS	*United States Constitution

ABSTRACT

This teaching guide provides methods for integrating the study of law and citizenship into chronologically based U.S. History courses for elementary students. Correlated with the Illinois State Goals for Learning and the Learning Outcomes of the Chicago Public Schools as well as with national standards projects, the lessons encourage critical thinking, interactive learning, and the use of resource persons. The lesson strategies cover the origins of law, the American Revolution, conflict resolution, protest, nonviolence, the three branches of government, the Civil War, geography, women's rights, civil rights, and tolerance. The teaching methods outlined in the guide include role playing, brainstorming, and research. For each unit, the guide provides suggestions for resource persons such as attorneys, city council members, landlords, mediators, native Americans, judges, principals, committee heads, lobbyists, consumers, real estate agents, librarians, and social activists. To make the most effective use of the resource persons, the authors advise teachers to assure that the resource person is well-informed of the character of the class, its level of knowledge, the lesson planned, and their expected role. Because several of the topics may ignite controversy, the guide offers strategies for handling conflict. Teachers, the guide argues, should devise classroom rules for handling controversy, clearly identify the grounds for disagreement and the underlying assumptions, assure that students argue ideas rather than personalities, and support their arguments with facts. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 375 066

Working Together: Lessons in Justice

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
CAROLYN PEREIRA
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Law-Related Lessons for Teaching the U.S. Constitution

CONSTITUTIONAL RIGHTS FOUNDATION CHICAGO

CRFC

BEST COPY AVAILABLE

This project was partially supported by Grant No. 93-JS-CX-0002 from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

Points of view or opinions in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

Special thanks are due to the following people who reviewed these lessons:

Kenneth Baltuska, James Ward School, Chicago, IL
Jacqueline Brewer, Haugan School, Chicago, IL
Gertie Brogsdale, Newberry Academy, Chicago, IL
Joan Gunther, Belding Achievement Skills Center, Chicago, IL
Victor P. Filippini, Jr., Burke, Weaver & Prell, Chicago, IL
Edward J. Lewis II, Jenner & Block, Chicago, IL
Martha McInnish, Systemwide Resource Specialist, Drug Prevention,
Madison County Board of Education, Huntsville, AL
Roxanne Farwick Owens, DePaul University, Chicago, IL
Ellen Stefanic, Beye School, Oak Park, IL
Phyllis Weinstein, Greeley School, Chicago, IL
Special thanks are also due to Mary Vann Eslinger, consultant, who did the final edit.

Constitutional Rights Foundation Chicago Staff
Carolyn Pereira, Executive Director
Anna Bowie, Local Project Director
Diane Farwick, Local Project Coordinator
Karen Hurley, Administrative Assistant
Elizabeth Chakkappan, Administrative Assistant

CONSTITUTIONAL RIGHTS FOUNDATION CHICAGO
407 South Dearborn Street
Suite 1700
Chicago, IL 60605
312/663-9057
FAX 312/663-4321

©1994 by Constitutional Rights Foundation Chicago. All Constitutional Rights Foundation Chicago materials and publications are protected by copyright. However, we hereby grant a license to reproduce all material contained herein for distribution to students, other school site personnel, and district administrators.

OVERVIEW OF LAW-RELATED EDUCATION (LRE)

WHY LRE?

A nation that draws its authority from the will of the people must make certain its people can identify and articulate their will. If democracy is to work, the country's residents must comprehend sophisticated and controversial issues, make informed decisions, and accept the complex responsibility of social and political participation. These are learned behaviors. Only an educated populace makes wise decisions.

Information about the law and legal institutions is essential for citizens. LRE's instructional methodology stimulates involvement by modeling participatory behavior. Formal evaluations conclude that LRE programs, when properly implemented, statistically reduce delinquency. Thousands of teachers who use LRE report increases in student motivation, learning, and enthusiasm.

WHAT DOES IT DO?

- LRE provides students with information about, and explores the interrelationship between, these five elements:
  - •component parts of legal systems
  - •sources of law and authority
  - •functions or purposes of law
  - •major legal and legislative processes and roles
  - •basic principles supporting legal systems.

- LRE gives students consistent practice in the skills needed for:
  - •Critical thinking
    Students learn to define problems and formulate questions, gather and assess information, identify and weigh options, and implement decisions.
  - •Conflict management
    Students learn to identify causes of conflict, assess positions, and negotiate solutions.
  - •Effective participation
    Students learn to work cooperatively in groups, form coalitions, persuade, bargain, and persevere.

- LRE helps students to develop:
  - •a commitment to the peaceful resolution of conflict
  - •a respect for the rights of others and self-respect
  - •an active image of the responsibilities of citizens
  - •an appreciation of individuality, community, and diversity
  - •a mature and balanced attitude toward authority.

The Constitutional Rights Foundation Chicago is a not-for-profit, non-partisan organization committed to helping young people understand our country's legal and governmental system. Its goal is to help students develop the skills and attitudes necessary to serve their communities and nation as responsible citizens.

TABLE OF CONTENTS

Introduction 2

Guidelines for Use of Outside Resource Persons (ORPs) 4

Classroom Strategies for Fostering Interaction and Cooperation 4

Sample Interactive Strategies 5

Suggestions for Handling Controversy 7

Traits of Effective Discussions 7

No Pets Allowed 8

The Illinois 12

Is All Speech Free? 20

The Student Advisory Committee on Graffiti 23

Who Does What In Broccolia? 27

No Weapons Allowed 31

Citizens and City Council 34

Who Should Wear the Pants? 38

House Hunting 42

United States History, the Law, and You, Kid 47

1993-1994 Law in My Life Participants 53

INTRODUCTION

The lessons in this book are designed to infuse the study of law and citizenship education into a chronologically organized United States history course for elementary students. The lessons contained in this book are strengthened when used with a resource person to provide realism and positive role models. Each lesson includes specific suggestions for the type of resource person to invite and how he or she can best participate.

All the lessons encourage the development of critical thinking, so that teachers can build support for democratic values while developing the decision-making skills necessary for effective citizenship. The objectives of each lesson are correlated with the Illinois State Goals for Learning and the Learning Outcomes of the Chicago Public Schools. They are also compatible with the various national standards projects. The chart that follows contains an overview of each lesson in this book.

- The **LESSONS** column names the lessons included in the book, all of which are designed to connect the past with the present. The lessons are listed in order of suggested sequence. The first five should be used in the first semester; the remaining lessons should be taught in the second semester.

- The **FOCUS** column pinpoints where each lesson fits most appropriately into the study of United States history. The lessons, therefore, are listed as they would be taught in a sequentially organized course.

- The **THEMES** column details which of the four themes threaded throughout the book are contained in each lesson. These themes are Tolerance, How Government Works, Nonviolence, and Role Models. The theme of Tolerance leads students toward sensitivity in dealing with those who may speak, act, look, or believe differently than they do. Lessons that include the theme of How Government Works deal specifically with United States government, history, and/or law. The theme of Nonviolence introduces students to methods of decision making and problem solving that can be used to resolve disputes or disagreements peacefully. The Role Models theme introduces the students to historical figures worthy of emulation from a variety of ethnic backgrounds. Moreover, all lessons, when used with resource persons, reinforce this theme, since the resource person serves as the role model.

- The **RESOURCE PERSON** column describes the appropriate classroom visitors to be used with each lesson. Outside resource persons serve as role models for students. They also provide students with current information and bring real life into the classroom. (See Guidelines for the Effective Use of Outside Resource Persons, p. 4.)

- The **STRATEGY** column describes the teaching strategy used in the lesson. Included in this section are small and large group activities, role playing, jigsaws, surveys, and group research. All the lessons in the book are interactive and stress cooperative learning, engaging students in working together to perform tasks. (See Classroom Strategies for Fostering Interaction and Cooperation, p. 4.)

LESSON	FOCUS	THEMES	RESOURCE PERSON	STRATEGY
No Pets Allowed	Reasons for laws, origins of laws, seeing opposing points of view	How Government Works	Attorney, City Council Member, or Landlord	human graph (large group)
The Illinois	Native Americans, conflict resolution	Tolerance, Nonviolence	Mediator, Native American Historian, or Native American	small groups, large group, role playing
Is All Speech Free?	American Revolution	How Government Works	Attorney	brainstorming (large group), small groups
Student Advisory Committee on Graffiti	How people protest	Tolerance, Nonviolence	City Council Member, Member of neighborhood improvement association	jigsaw (small groups)
Who Does What in Broccolia?	The Constitution, three branches of government	How Government Works	Attorney, Judge, or Legislator	small groups
No Weapons Allowed	The Old West, the Civil War	How Government Works, Nonviolence	Principal, Assistant Principal, Committee Head, or Local Legislator	human graph (large group)
Citizens and City Council	Geography, land use	How Government Works	City Council Member or Lobbyist	brainstorming (large group), small groups, role playing
Who Should Wear the Pants?	Women's rights, reform movements	Tolerance, Role Models	Female Attorney or Legislator	large group, survey
House Hunting	Civil Rights	Tolerance, How Government Works	Civil Attorney, Attorney General's Rep., Consumer Protection Worker, Family Lawyer, or Real Estate Agent	large group, human book (small groups)
United States History, the Law, and You, Kid	Overview of United States history and law	Tolerance, Role Models	Librarian or Social Activist	brainstorming (large group), research (small group), role playing

GUIDELINES
FOR THE EFFECTIVE USE OF OUTSIDE RESOURCE PERSONS (ORPS)

Appropriate use of visitors has been found to be strongly associated with reductions in delinquency. Adult role models can model behaviors and attitudes sought to be developed in students, create non-threatening adult associations, and develop positive student attitudes toward the law. Because most visitors are not trained teachers, they have optimal impact when used as resource persons rather than as instructors.

This checklist of suggested procedures will help ensure a successful classroom visit by a resource person. The key to a good visit is to be clear about what the teacher wants to do and share those expectations with the resource person in advance. This checklist can also be modified to fit the needs of a field experience.

Before the resource person comes, he or she should know:

- Characteristics of the class or group: age, grade level, class size, socioeconomic background, legal and political sophistication.
- Context of presentation: topics currently and previously studied, how this presentation fits in, goals and objectives of presentation. Remind visitors to present a balanced picture of the part of the system they know best, neither claiming infallibility nor unduly emphasizing "horror stories."
- Physical arrangements and special considerations: amount of time available, size and layout of room, availability of special equipment, presence in the group of students with physical or other impairments.
- The instructional strategies that will be used with the selected lesson(s): lecture, discussion, panel discussion, debate, role play, mock trial, case study, etc. To reach the whole class, not just a handful of particularly receptive students, what will the resource person do? What will the teacher do? What will students do?
- What follow-up extension of activities, debriefing techniques, or evaluation procedures the teacher will use.

In advance of a visit by an outside resource person, students should receive preparation to maximize their thoughtful participation when the visitor is present (e.g., having students prepare questions for possible use on the day of the visit).

CLASSROOM STRATEGIES
FOR FOSTERING INTERACTION AND COOPERATION

The variety of available LRE teaching methods holds promise for enveloping a wider audience of student learners. Care must be taken, however, to lay a proper substantive foundation before engaging students in the activities. In general, teachers should seek to develop an appropriate mix of cooperative (small group) and independent learning opportunities.

An ideal opportunity for fostering student interaction occurs when a controversial issue arises in class. Many teachers tend to avoid engaging students in controversial issues, choosing instead to "provide the answer" or increase the level of abstraction of the issue until it is no longer controversial. Effective citizenship programs must focus directly on responsible ways to deal with controversy. (See Suggestions for Handling Controversy, p. 7.)

Student participation will be maximized when teachers provide equal "wait time" when questioning various levels of students. The tendency is to provide greater wait time when questioning more advanced students (because the teacher expects an answer), and less when questioning less advanced students (which leaves the impression that the teacher does not really expect an answer).

Finally, some teachers call on boys more than girls. The teacher should make a conscious effort to insure the equal participation of females and males in all discussions and activities.

SAMPLE INTERACTIVE STRATEGIES

Role Play

Role playing, used in several of the lessons in this book, is a method in which students are asked to put themselves in the shoes of another person or to create a fictional character. This method allows students to explore safely their own opinions, beliefs, and attitudes, while hiding behind the "mask" of a dramatic character. By placing the student in a "real life" situation or predicament, the student must evaluate the situation, assess various possible courses of action, make decisions, and test the validity of that decision-making process. To use role playing effectively in LRE:

1. Give students adequate preparation time at the start of the lesson. They may need extra time to rehearse.
2. Provide an informal and nonthreatening classroom atmosphere. Do not criticize a student's acting ability.
3. Act as a guide rather than as an authority figure. Allow students to decide for themselves how to present a character or situation.
4. Circulate, observe, and be on hand to clarify as students prepare their roles.
5. Use the debriefing session to clarify student knowledge and experience. (Debriefing questions are included at the conclusion of the role play lessons in this book.) Do not use the debriefing session to evaluate whether student presentations were correct or incorrect.

Small Groups

Team work is the key to success in such diverse fields as athletics and drama because it requires each person to do his or her job **and** to help others to improve their own work. The final product, the result of several people's joint best efforts, is better than what each individual could do alone. Team work is often organized into small groups. Suggestions for developing team work and using small groups effectively in LRE include:

1. Instructions to the group must be ***very clear***. It is unlikely that the group will be able to retain and follow more than one or two instructions at one time.
2. ***Prepare students*** with the adequate knowledge and skills to do the work (i.e., background readings, class discussion, understanding of roles to play, etc.).
3. Give students ***enough time*** to complete the assigned task. Teachers should think creatively in advance about ways to occupy groups who finish ahead of other groups.
4. The small groups should each be comprised of from ***two to six students*** (four is ideal) and only two or three when a complicated written product is the intended outcome.
5. Small groups should only be used for tasks calling for ***cooperative work***, not independent work.
6. Make small group work a ***habitual*** (but not everyday) part of the classroom procedure, rather than an infrequent one.
7. Consider how ***reward and evaluation strategies*** affect the use of small groups. Group rewards should be provided for group efforts.
8. Be explicit in dealing with the ***management issues*** of groups. If someone must report back to the class on the group's work, there should be a process for selecting the reporter at the outset, or it should be clear that everyone will be held accountable and may be chosen to report. You may want to assign a specific role to each group member: recorder, reporter, critic, etc.
9. Be prepared for the ***increased noise level.***
10. ***Place students heterogeneously*** by skill level, social groupings, etc.
11. ***Circulate to observe and evaluate*** what is happening in the groups.
12. Provide opportunities to critique both ***the process and the product*** and make group modifications as needed.

Large Groups

Traditionally, teaching a large group is associated with lectures or Socratic question and answer sessions. However, large group instruction can encompass a variety of interesting approaches to imparting information. The brainstorming and human graph activities are two examples of unusual techniques for large group instruction. The following are some concrete suggestions for using large group instruction effectively in LRE:

- Encourage all students to participate by providing a non-threatening classroom atmosphere. Let the class know at the start of the lesson that there are no right or wrong answers, and that their comments are valuable. Do not permit anyone to ridicule another's comments.

- Do not discourage controversy among students. (See Suggestions for Handling Controversy, p. 7.)

- Ask the group a variety of questions, from factual to analytic, so that students at all levels are able to participate.

SUGGESTIONS FOR HANDLING CONTROVERSY FOR TEACHERS AND RESOURCE PEOPLE

1. Develop classroom rules for handling controversy.
2. Make the nature of the disagreement clear. Identify the issue, clarifying areas of agreement and disagreement. Name the underlying assumptions. Avoid slogans. Insist that students be concrete.
3. Make sure that students argue ideas, not personalities. Students should attempt to understand other perspectives. Students should admit doubts and weaknesses in their position. They should concentrate on evidence, not speculation.
4. Good opinions are supported by facts, logically argued, and articulated with clearly defined terms.

TRAITS OF EFFECTIVE DISCUSSIONS

- Inviting others to contribute and respond thoughtfully.
- Challenging the accuracy, logic, or clarity of statements.
- Stating and classifying issues.
- Stipulating definitions and facts.
- Arguing by analogy.
- Supporting reasons and explanations.
- Taking positions on issues.
- Summarizing points of agreement and disagreement.

NO PETS ALLOWED

by Carolyn Pereira and Anna Bowie

Adapted from a lesson in Educating for Citizenship, *a joint curriculum of the Constitutional Rights Foundation, the Law-Related Education Program for the Schools of Maryland, and the National Institute for Citizen Education in the Law.*

Introduction

In this lesson, students will learn not only that there is a need for rules, but that it is important to understand why a rule was made in order to obey it sensibly. This activity explores the purpose and intent of rules or laws and helps students realize that overly simple laws are difficult to interpret and good laws are difficult to write. This lesson is a good introduction to the writing of the Constitution and the role of legislators in developing laws.

Objectives

Students will:

- compare and contrast the "letter of the law" with the spirit and intent of the law by using critical thinking skills.
- become aware of the difficulties in devising clear, fair laws.
- practice developing arguments supporting opposing points of view.
- discuss the pros and cons of a current problem that affects daily living and personal choice.

Materials

Handout: No Pets Allowed
A chalk line on the chalkboard as marked below:

1	2	3	4	5
Should be allowed	Might be allowed	Undecided	Might not be allowed	Should not be allowed

Procedure

1. Tell the class that this lesson is about several people who live in an apartment house in a big city. There is a big sign in the front window that says "**No Pets Allowed.**"

2. Ask them why the owner might want a rule that no pets are allowed in the building. Elicit answers to the effect that pets can be noisy and dirty, and can damage apartments. Some people in the building might be allergic to pets. Furthermore, the landlord wants a quiet, clean, low maintenance building. Explain that with rules and laws, we need to keep in mind not only exactly what the law or rule means, but what the people who wrote the rule or law intended it to mean.

3. Choose four or five students to become a human graph and instruct them to stand in front of the chalkboard. Explain to the class that you will read a statement and the members of the human graph will react to the statement by standing in front of the numbers on the graph that correspond with their opinions.

4. Instruct the class that the members of the human graph are not allowed to speak; therefore, the class will have to interpret their thoughts for them.

5. Read the first statement on the No Pets Allowed handout. Allow time for human graph students to understand the statement and react by physically moving to a position on the line.

6. Now ask the rest of the class to explain verbally why they feel students are standing under #1. Repeat with #2 through #5. You may choose to let the human graph students explain their position after all of the students have commented. The human graph students should feel free to move about on the line, changing their opinion if an argument seems persuasive to them.

7. Continue with this process until all statements have been evaluated and discussed. As the students work through each of the statements, remind them to ask themselves continually "Why was the rule made?" and "Is it a pet?"

8. To debrief, ask students if they think the rule needs to be written more clearly. Either in class or for homework, have the students attempt to rewrite the rule. (See Extension Activity, below.)

Resource Person

An attorney or city council member could serve as a resource person by listening to the students' arguments and reacting to their reasoning. "No Vehicles in the Park" is a good example of a law that uses similar analysis to this lesson (see CRFC's *Working Together: We The People*, pp. 16–22). The resource person should also discuss actual laws and ordinances and cases arising from them.

Extension Activity

Place students in groups of three to five and have them rewrite the rule. After each group has read its rule, the entire class should vote for the fairest, most clearly written rule.

For the Teacher

Below are some arguments for and against allowing the animal in the building in each statement. Students may add other arguments.

Statement #	FOR	AGAINST
1-keep a dog who cannot bark	small, cannot bark	sheds, may cause allergies, waste disposal causes maintenance problems
2-tropical fish	small, hairless, not messy, confined, primary purpose is for decoration, not as a pet	technically a pet, could cause water damage if tank spills
3-guide dog for person who is blind	the Americans with Disabilities Act makes this a legal right*	sheds, may cause allergies, waste disposal causes maintenance problems
4-bird in a cage	small, does not shed, clean, confined	could be noisy
5-squirrel on windowsill	animal is not in the building	tenant is attracting animal to stay around the building, could be messy
6-ant farm science project	confined, not messy, could be considered a science project rather than a pet	could be messy if ant farm breaks
7-drug-sniffing dog	temporary situation, could argue that it is not a pet	could cause allergies, could be noisy, waste disposal causes maintenance problems
8-beehive for honey business	bees are not in building; a business, not a pet	could cause injury to people, could be messy

* This act mandates, in part, that Americans with disabilities may not be denied equal access to housing. Therefore, a guide dog must be permitted to live at the residence of a disabled person.

HANDOUT

NO PETS ALLOWED

Read each statement. What do you think? Would these animals be allowed? Why or why not? All of these people live in an apartment building that has a sign on the front door that says "No Pets Allowed."

1. Mary would like to keep a dog for her friend who is going away for a month in the summer. It is a small dog who cannot bark. Should this be allowed?

2. Mrs. Yasukawa wants to get colorful tropical fish. She thinks they will make her apartment more cheerful and interesting. Should this be allowed?

3. Mrs. Perez has lost her sight. She wants to get a guide dog to assist her at home and in the community. Should this be allowed?

4. Mr. Tucker lives by himself and is lonely. He would like to get a bird in a cage to keep him company. Should this be allowed?

5. Ms. Brown lives in an apartment on the first floor. She leaves nuts on her windowsill for a squirrel who has been coming to the windowsill every day. Should this be allowed?

6. Paul is doing a science project on ants. He wants to keep the ant farm at his house during spring vacation so he can continue working on his project. Should this be allowed?

7. Mr. Goldman is a police officer. One Friday night he works very late with his drug-sniffing dog, Buster. He works so late that by the time he goes to drop Buster off at the kennel for the weekend, the kennel is closed. Mr. Goldman brings Buster home to his apartment for the weekend. Should this be allowed?

8. Mr. Muhammad wants to keep a beehive on the roof of the apartment building and sell fresh honey. Should this be allowed?

THE ILLINOIS

by Anna Bowie

Introduction

This three-part activity introduces students to two different ways decisions are made—by consensus and by majority rule. It allows students to practice making decisions by consensus. This lesson is designed to build an appreciation for the difficulties in establishing a process that respects both the individual and the group. It lays the groundwork to help students understand why the writers of the U.S. Constitution were concerned about the need for society to have methods for coming to agreement about what they value and methods for coming to compromise.

Objectives

Students will:

- compare and contrast consensual decision making to decision by majority rule.
- determine the strengths and weaknesses of deciding by consensus and deciding by majority rule.
- be introduced to the idea of consensus as a method of conflict resolution.
- apply decision-making skills in real life situations.

Materials

Handout 1: The Illinois
Handout 2: Consensus or Majority
Handout 3: Situations

Procedure

Day 1

1. Write the word LEADER on the chalkboard. Have the class brainstorm the qualities of a good leader. Write their ideas on the chalkboard.

2. Ask the students to tell you which qualities would be needed in the President of the U.S. if the country were at war. Circle those that they feel are necessary and add those that have not already been suggested.

3. Now ask what qualities would be necessary for a president to have in time of peace. Follow the procedure in #2 above, but underline the necessary qualities.

4. Ask the students what conclusion they can draw from this activity (e.g., leaders need different qualities at different times; perhaps there are several kinds of leaders).

5. Divide the class into groups of three. One person in each group should be the reader, one the questioner, and one the recorder.

6. Distribute Handout 1: The Illinois. Have all students read the first two paragraphs silently.

7. To check for understanding, ask students what consensus means and what majority rule means. Make sure that students understand that majority means "one half plus one," **not** "the most" (e.g., from three choices, the choice with "the most" could have only 34% support).

8. Instruct students that while working in groups, the reader should read the paragraph, the questioner should read the questions, and all three students in each group should decide upon the answers to all the questions. The recorder should record the group's answers.

9. The groups should repeat step 4 with all three paragraphs.

10. When all groups have completed the lesson, discuss the answers as a class.

For the Teacher

Below are sample answers to the questions on Handout 1:
Civil chiefs
...Know?
1. A moderator calls on people and keeps order.

2. The teacher has the most authority in a class, the principal in a school. Sometimes, however, students have a great deal of input into the decision-making process. Often, teachers/principals have additional authority delegated to them: e.g., supervising student teachers or serving as committee chairs.

...Think?
1. In our government, representatives and senators make decisions about laws for people who elect them. Generally, we use majority rule rather than consensus, so that at least one half plus one, but not everyone, has to agree on every decision.

War Chiefs
...Know?
1. The war chiefs convinced the braves that the war chiefs would be good leaders in a fight with another tribe.

2. If a war chief lost two or more battles, his braves would find another war chief to follow.

...Think?
1. Soldiers in the U.S. Army do not choose their leader; they are assigned to a leader.

Peace Chiefs
...Know?
1. Illinois peace chiefs offered terms of peace that the tribe had already agreed on; they did not decide these terms themselves.

...Think?
1. When opposite sides work together to hammer out an agreement, it is likely to be a fairer one, and both sides are more likely to honor it.

2. Yes, women can do anything men can do. Or, no, it is too dangerous for women to be war chiefs. (Students should express and defend their own opinions here.)

3. Women serve a variety of roles in the United States Army, but this is recent. Until a few years ago, women served only in roles that assisted men, such as Army nurse, and they were not allowed to fight. However, even in the limited roles women were assigned, they often distinguished themselves as brave and heroic.

Day 2

1. Review by asking students to tell you what they think majority rule means and what consensus means. Remember that students often think of majority as meaning "the most" rather than "one half plus one." Be sure that students understand clearly what majority rule means before moving on with this lesson.

2. Divide the class into groups of three or four.

3. Distribute Handout 2: Consensus or Majority, and have the students decide the answers by consensus.

4. Discuss the answers as a class and the reasoning behind the group's choices.

5. Make a chart on the board for the answer to B4.

Day 3

1. Once again, review the meaning of consensus and majority rule.

2. Divide the class into five groups.

3. Assign each group one of the scenarios in Situations handout (Handout 3).

4. Instruct the students to devise a five minute skit to illustrate the situation and answer the questions, concentrating on the decision-making process during the council meeting.

5. Allow each group time to perform its skit for the rest of the class.

<u>Resource Person</u>

A person who has served as a mediator would be a good resource person for any of these lessons. To introduce the mediator, first ask the class to brainstorm when mediators might be used (neighborhood and family disputes, labor/management disputes, international law). He or she could then discuss with the students in which situations it would be appropriate and in which situations it would be inappropriate to use mediation, and possible alternate solutions to the five situations the students made into skits.

HANDOUT 1

THE ILLINOIS

When the French came to explore the area that is now the state of Illinois, they met a very helpful and friendly group of people called the Illinois. The Illinois people decided to help the French not because one chief said they should but because they all had agreed that this was the best decision. This kind of decision-making, where everyone agrees to a solution, is called **consensus**. Another kind of decision-making, the kind we use when we vote, is called **majority rule**. It means that at least one more than half of the people voting agree to a solution. The following stories are based on information we have been able to gather about the Illinois Indians. As you read, think about the following questions:

1. How many different kinds of chiefs did the Illinois have?
2. What did each chief do?
3. How did each chief use consensus?

Civil Chiefs

When White Feather was ten years old, her father, Soaring Hawk, became a civil chief of the Illinois. Civil chiefs were in charge of council meetings. These meetings were called when there was a serious problem between people. Anyone in the village could come and speak at the meeting. The civil chief acted as a moderator. He called on people and kept order. But decisions were made by everyone at the meeting. Sometimes it took a long time to reach a decision that was agreed upon by everyone. Soaring Hawk could not make decisions for the others or give orders to people, because they would ignore him or pick another chief. He did not have authority to make the decision alone.

What Do You Know?

1. What does a moderator do?
2. Who has authority to make decisions in your class? In your school?

What Do You Think?

1. In our government, does everyone make decisions about what laws we should have? Does everyone have to agree with every decision?

War Chiefs

War chiefs were men who could convince others that they would be good leaders in a fight with another group of people. The Illinois and the Iroquois fought because both groups wanted to camp in the same area. Lone Eagle got fifty braves to follow him into battle against the Iroquois. Lone Eagle lost his first battle with the Iroquois but won the second battle. After each of these battles, Lone Eagle was responsible for giving gifts to the families of the braves who died in battle. If he lost one more battle, his braves would lose confidence in him and no longer follow him. It was customary for braves to then find a different war chief to follow, one who had not lost two battles.

What Do You Know?

1. How did war chiefs find braves to follow them into battle?
2. If a war chief lost two or more battles, did his braves still have to follow him?

What Do You Think?

1. If soldiers in the United States Army do not like their leaders, are they able to follow another leader instead? Should soldiers be allowed to select their own leaders? Why or why not?

Peace Chiefs

Bright Cloud was an Illinois who acted as a peace chief. As a peace chief, she would visit other tribes with whom the Illinois had been at war and offer to talk about making peace. She would offer terms of peace that the Illinois had already agreed to accept. The tribes would then work out an agreement, using the peace chiefs to carry offers from one tribe to another. When all sides felt that the agreement was fair and reasonable, they would make peace.

What Do You Know?

1. Did the Illinois peace chiefs decide what terms of peace to offer?

What Do You Think?

1. Why do you think it might be a good idea for both sides to work together to decide the terms of the peace agreement?
2. Do you think women should have been civil and war chiefs, too? Why or why not?
3. From the article, you can tell that women sometimes served as peace chiefs among the Illinois. What roles do women play in the United States Army?

HANDOUT 2

CONSENSUS OR MAJORITY

A. In your small group, decide whether each situation below illustrates consensus or majority rule, and give a reason for your decision. Then answer the rest of the questions.

1. Mr. Osaka asks his physical education class if they would rather play soccer or football. Fifteen children vote for soccer; twelve vote for football. Everyone plays soccer.

2. Four children are working on an art project. They discuss among themselves whether to use crayons or markers, and all finally agree to use markers.

3. A jury of twelve people has just heard a court case dealing with a man who is accused of theft. All the jurors must agree on the verdict. Eleven jurors believe the man is guilty. One believes he is not guilty. All eleven jurors explain to the other juror why they believe the evidence shows that the man committed the crime. The twelfth juror then changes his mind, saying that the others have convinced him the man is guilty.

4. In the last election, Senator Stone was running for re-election against Ima Rock. Ms. Rock got 51% of the vote, while Senator Stone got 49% of the vote. Ms. Rock won.

B. Discuss the following questions. See if you can reach consensus. Be able to tell the class what your group thought and why.

1. In what kinds of situations might it be better to use majority rule?

2. Which type of decision-making do you use most when you are with a group of friends? Why?

3. Which type of decision-making is used most in your class? Why?

4. Make a list of the advantages and disadvantages of each type of decision-making.

5. In what kinds of situations might it be better to use consensus to make decisions?

HANDOUT 3

SITUATIONS

Directions

Your teacher will assign your group one of these situations. Read the situation. Then create a five minute skit illustrating the scene in the situation and the council meeting held afterward. Everyone must have a part. List all of the characters you will need to include. The council meeting is the most important part of your skit. Remember to use the consensus method in the council meeting. Make sure everyone expresses his/her opinion and listens to the opinions of others.

1. The Illinois people lived together in one large village during the winter. During the summer, they moved to summer agricultural villages. Women planted and picked vegetables, and men hunted for meat. Some of the vegetables were stored underground, to be used during the winter months. Corn was an especially important food product for the Illinois. One day, a stranger named Scouting Hawk was caught trying to steal a large quantity of corn from the underground storage place by two Illinois women, Running Brook and Summer Dawn.

   Imagine that you are the council. What will you do?

2. A communal hunt was called to get meat for the tribe. In a communal hunt, all the men went in search of a herd of buffalo. Once they found a herd, the old men made a commotion so the buffalo would charge. The young men would then attack the herd from the sides and rear. The old men would bring down any buffalo that made it all the way to where they were. The meat and skins were then used by all members of the group. This hunt was a very important source of food for all tribal members. Those who went on the hunt were expected to cooperate for the benefit of all and not go off on their own to hunt buffalo. On this hunt Standing Oak, a young man who wanted the older men to see him as brave, snuck off toward the hunting area before the other men were in place. He must have made a noise, because apparently as a result of his actions, a large herd of buffalo ran away. The hunters got no meat that day, and the hunt was not a success.

   Imagine that you are the council. What will you do?

3. The Illinois had been at war with the Iroquois for three years. Some of the Illinois felt that too many people had been killed, and that it was time to make peace. Besides, spring was coming, and all the men were needed for the hunt. Others felt that the Iroquois could not be trusted to keep a peace treaty, and would use a peace treaty as a way to get the Illinois to relax their guard. Then they would stage a raid and kill all the Illinois. A council meeting was called to decide what to do—continue the war or make an offer of peace. If they decided to continue the war, how would they get food? If they decided to make peace, how would they stop the Iroquois from breaking the treaty?

   Imagine that you are the council. What will you do?

4. French traders wanted the Illinois to trap beavers and sell them the pelts. They would then sell the beaver pelts to French furriers who would make them into coats. Howling Wolf and some other men wanted to sell beaver pelts to the French, because they wanted to get liquor and guns from the French in return for the pelts. Silent Owl and his friends wanted nothing to do with the French. They were afraid that the Illinois would lose their traditional ways.

   Imagine that you are the council. What will you do?

5. In the spring, the Illinois moved to new camps near good hunting grounds. They needed to hunt in the summer to have meat to store for the winter. Women planted corn and other vegetables, harvesting them in late summer and drying them so that there would be enough food for the winter. One spring, braves scouted two likely sites. Many of the young men liked Site #1, because it was near a large, swift river so they could launch boats and get to hunting grounds more quickly. The children and young women also liked Site #1; the children liked it because they could swim in the river, and the young women liked it because it would be easy to water the crops. The older women liked Site #2 better, because while it was not as near the river as Site #1, the river was very high that year. The older women were afraid that the river might flood in early summer and drown all their crops. The war chiefs were divided. Some liked the first site, because the nearness of the river made it easy for them to launch raids on other groups' summer camps. Others felt that the first site was so close to the river that other groups could raid the Illinois camp very easily. They felt the second site could be better defended. Where would the council decide to camp for the summer?

   Imagine that you are the council. What will you do?

IS ALL SPEECH FREE?

by Anna Bowie

Introduction

In this lesson students explore the meaning of free speech as guaranteed by the First Amendment to the Constitution. The lesson can be used to teach about the Bill of Rights and interpretation of laws.

Objectives

Students will:

- examine democratic principles found in documents and laws of our government.
- understand the free speech clause of the First Amendment.
- recognize and state some limitations to free speech.
- apply decision-making skills in other similar situations.

Materials

Handout: The Candy Store

Procedure

1. Before the students begin the lesson, write the following excerpt from the First Amendment to the Constitution on the chalkboard: "Congress shall make no law... abridging the freedom of speech..."

2. Explain to the students that over the years the Constitution of the United States has had several changes, or amendments, added to it. The first ten of these amendments are called the Bill of Rights.

3. Explain that one of the rights guaranteed by the First Amendment is freedom of speech. This means that American citizens have the right to speak freely about **almost** anything.

4. Ask the students if they have ever heard the saying "one person's rights end where the other fellow's nose begins." Ask them what they think it means.

5. Have the students brainstorm some limitations to free speech. Write all their suggestions on the chalkboard.

For the Teacher

Limitations to free speech fall into the following categories:

a. "clear and present danger"—the First Amendment does not protect speech meant to cause violence or panic, such as yelling "Fire!" in a crowded theater.

b. "fighting words"—the First Amendment does not protect speech meant to cause a fight.

c. "libel and slander"—the First Amendment does not protect lies or speech deliberately meant to mislead people or cause harm or damage to them.

d. "obscenity"—interpretations of the First Amendment change with regard to protecting obscenity. Currently, if the average person would find the work offensive, if it lacks serious artistic, political, or scientific value, or if it shows sexual conduct in an offensive way, it may not be protected by the First Amendment.

e. "balancing doctrine"—the First Amendment may not protect speech that jeopardizes national security.

f. "time, place, and manner"—the First Amendment does not protect speech that occurs at restricted times or places, or made by a speaker in an illegal manner.

6. Divide the students into groups of approximately four. Distribute a copy of The Candy Store handout to each student. Ask the students to decide in groups which ways of protesting are protected by the First Amendment.

7. When all the groups have finished, go through the handout together, and have each group report on each example of protest, giving reasons for their decisions.

8. Go back to the list of limitations on free speech that the students brainstormed originally. Allow them to revise as necessary.

Resource Person

Because this lesson is legally complex, it is strongly recommended that you secure an attorney to serve as a resource person when you teach the lesson. He or she could explain the limitations on free speech to the students, move among the groups as they work, and comment on the groups' decisions at the end of the lesson.

Extension Activity

Have students look through the newspaper for articles having to do with guarantees of or limitations to free speech.

HANDOUT

THE CANDY STORE

The owner of the candy store near your school is having a problem with shoplifting. Large numbers of students come into his store before and after school to buy snacks. So many students crowd into the store at the same time that the clerk cannot watch them all. The owner goes before the city council to state his complaint and ask for help. The city council then passes an ordinance that says:

> "Unaccompanied minors shall not be permitted in stores in groups of more than two at a time."

The ordinance will go into effect next month. You and your classmates are upset about this ordinance. You have spent money in this store during your years at school. You feel that the many law-abiding students are being punished for the illegal actions of a few. Your class organizes a committee to protest the new ordinance. At the first meeting, people suggest several ways to protest.

Your teacher will divide you into small groups. As a group, decide which of the ways of protesting listed below is protected by the First Amendment. Put a check next to those that you believe are protected.

_____ Asking for time to speak at the next city council meeting, so that the committee can make its feelings known.

_____ Going to the next city council meeting and yelling insults every time a city council member who voted for the ordinance begins to speak.

_____ Asking adults to sign a petition to put the new ordinance to a vote of all the citizens.

_____ Inviting a city council member to school to hear the complaints and concerns of the students.

_____ Marching from school to city hall, carrying protest signs and blocking traffic during rush hour.

_____ Blocking the doors of city hall before the next city council meeting, refusing to allow city council members or citizens to enter.

_____ Holding a protest meeting at a public park and giving speeches explaining your committee's feelings.

_____ Spray painting "Don't shop here" on the candy store's walls.

THE STUDENT ADVISORY COMMITTEE ON GRAFFITI

by Anna Bowie

Introduction

This activity acquaints students with the seriousness of graffiti as one kind of vandalism, and gives students practice in reaching consensus. This is a good lesson to use when discussing past methods of protest (e.g., Shays' Rebellion, the Whiskey Rebellion, civil rights demonstrations, boycotts), since it enables the teacher to compare those forms of protest with the more modern use of graffiti as a form of protest.

Objectives

Students will:

- discuss the seriousness of the contemporary problem of graffiti.
- recognize that individual and group behavior entails responsibilities as well as rights.
- use critical thinking skills to make informed choices.
- practice reaching consensus.

Materials

Handout: A Problem With Graffiti

Procedure

1. Write the words "Graffiti" and "Vandalism" on the chalkboard. Discuss with your students the definition of graffiti and the definition of vandalism. (Note: Vandalism is destroying or ruining the appearance of public or private property. Graffiti is writing or drawing on a surface such as a wall or a rock. Graffiti is one kind of vandalism. Some people think graffiti is a kind of art, and some cities and towns pay graffiti artists to draw murals on fences, walls, or the sides of buildings. This kind of graffiti is not illegal since the artists have been given permission to draw on these surfaces).

2. Divide the class into Home Teams of four or five students each.

3. Distribute a copy of the A Problem with Graffiti handout to each student. Instruct the students to read Part 1 and answer the questions.

4. When the groups have finished, discuss their answers to the questions in Part 1 and record their answers on the chalkboard.

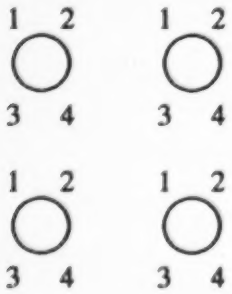
For the Teacher

Answers to the question about why the principal would not want graffiti on the school building should include the following: it makes the school look ugly, the students doing it do not understand that this is a crime for which they could be charged, some graffiti is hurtful to certain groups of people (for example, a drawing of a swastika which might offend Jewish people),

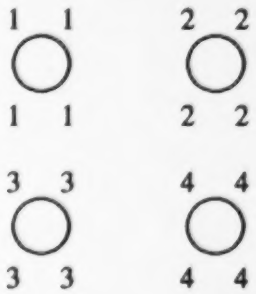
some graffiti might annoy and/or embarrass people (such as names of boyfriends and girlfriends), and any other responses that seem logical. Answers concerning who else might not want graffiti on the building should include the following: teachers, parents, custodial workers, community members, students.

5. Instruct the students to read Part 2 of the handout. Assign each student in each Home Team a number 1, 2, 3 or 4. (If you have a group of 5, assign two students to one number). Have all the 1's meet, all the 2's meet, all the 3's meet, and all the 4's meet. Tell the students that these teams will be Specialty Teams.

HOME TEAMS



SPECIALTY TEAMS



6. The students assigned to Specialty Team 1 should discuss Question 1. The students assigned to Specialty Team 2 should discuss Question 2, etc. Remind them that in deciding on their answers, everyone in the group needs to agree. In order to do that, the students need to listen to each other carefully and devise answers that the whole group can "live with."

7. The Specialty Teams will need approximately 15 minutes to arrive at decisions. During this time, the teacher should circulate among the groups to see that they are on task and to offer additional explanations and assistance.

8. Have students report back to their Home Teams. Each student should spend about two minutes sharing with his or her Home Team the decisions arrived at by his or her previous group (the group that worked on one question).

9. The teacher should then draw a grid on the board, such as this one:

Specialty Team 1	Specialty Team 2	Specialty Team 3	Specialty Team 4
Worst Types of Graffiti	Consequences	Prevention	Pros and Cons: Graffiti Board

10. Ask for each Specialty Team's responses and record them in the correct grid. Request the reasoning behind their responses from each group.

11. Ask the class if there are any questions, ideas to be added, comments, etc. Have the class come to agreement on the information contained in the grid.

12. Each Home Team should develop a written action plan for preventing graffiti, using the information from the grid as well as their own ideas.

13. The students may want to present these results to the school administration. Please also send your completed action plan to CRFC. From time to time, student plans will be published in the CRFC newsletter.

Resource Person

A local alderman or alderwoman, a city council member, or a member of a neighborhood improvement association, especially one who has dealt with a graffiti problem in the area he or she represents, would be an excellent resource person for this lesson.

Extension Activity

Students may want to go on a "graffiti hunt," keeping a list of graffiti in their school and/or community. They could then plan and carry out a service project to clean up the area.

HANDOUT

A PROBLEM WITH GRAFFITI

Part 1

A school has a problem with graffiti. Lately, there has been a lot of writing on the bathroom walls and on the steps leading into the school. The principal has asked the custodian to clean off the graffiti as soon as it appears. However, the principal would like the students responsible for the graffiti to stop.

What are some reasons the principal does not want graffiti on the school building? Who else might not want graffiti on the building?

Part 2

The principal appoints your class to be the Student Advisory Committee on Graffiti. Your job is to come up with a plan to stop students from writing on the school walls.

Your teacher will divide the class into small groups. Working in groups, answer the following questions. Your teacher will then lead a class discussion of all the groups' answers.

Specialty Team 1: **Are some kinds of graffiti worse than others?** Consider the kind of language used, if the graffiti is art done by someone with talent, and if the graffiti is written with a more permanent material such as paint or a less permanent material such as chalk. As a group, make two lists: one should contain the types of graffiti you consider most serious, the other should contain the types of graffiti that, while not "okay," seem less serious to the group.

Specialty Team 2: **What should be the consequences for those who are caught putting graffiti on school property?** Should the punishment be the same for first time offenders and repeat offenders? Should there be different consequences for different types of graffiti? What if it cannot be discovered who is responsible for the graffiti?

Specialty Team 3: Your group is assigned to come up with a plan for preventing graffiti. Some ideas might be hall monitors and signout sheets for students who leave class to use the bathroom. **What other ideas can you suggest?**

Specialty Team 4: Some people feel that when young people can express themselves through public writing in an approved place the amount of graffiti is lessened. Others feel young people will put inappropriate language and comments on the approved place, or that an approved place for wall writing would just be avoided by those who really only want to damage property anyway. As a group, decide whether or not you want to have a "graffiti board," a place where it is okay to put graffiti at school. **If you decide you want a graffiti board, do you want to set up rules and guidelines for its use?** If so, you need to set them up.

WHO DOES WHAT IN BROCCOLIA?

by Anna Bowie

Introduction

This lesson helps students understand the concept of separation of powers in the federal government and allows them to apply general knowledge to specific situations. It may also be used as a concluding activity to evaluate the students' mastery of the concepts of separation of powers and checks and balances.

Objectives

Students will:

- cite examples of the three branches of government and the powers delineated to each branch.
- demonstrate knowledge of the basic concepts of separation of powers and checks and balances.
- apply this knowledge to specific situations.
- exercise powers of deductive reasoning.

Materials

Handout 1: Separation of Federal Powers
Handout 2: Statements
Four large signs, one labeled LEGISLATIVE BRANCH, one labeled JUDICIAL BRANCH, one labeled EXECUTIVE BRANCH, and one labeled NOT SURE.

Procedure

1. Before the students enter the class, hang each sign in a separate corner of the room in plain view. Do not answer any questions they may ask about the signs; let the signs stir up interest.

2. Distribute Handout 1: Separation of Federal Powers to the class. Review with students the three branches of government and the powers of each branch.

3. Have students put Handout 1 away and divide the class into six teams. For reference, give each team at least one copy of Handout 2: Statements. Read the first statement on Handout 2. Allow the teams a short time to confer and then have each team immediately send a representative to stand under the correct sign. The representative does not decide for himself or herself, but stands where the team agrees he or she should go. To help clarify the task, suggest that the teams first decide what the specific action is (e.g., passing a law, making a treaty). If each team's representative is under a different sign, allow a spokesperson from each team to explain the team's rationale. Remind the students that each team member should get a chance to be the representative.

4. You could also use these statements as a pretest or posttest, having students answer them either individually or in groups.

For the Teacher

Feel free to add to the statements on Handout 2.
Below are the answers to the statements:

1. legislative
2. executive
3. judicial
4. executive
5. legislative
6. judicial
7. executive
8. legislative
9. judicial
10. legislative
11. judicial

Resource Person

An attorney or judge could be used to observe and make comments after each statement has been acted on. In addition, this person could comment on the importance of the separation of powers, settle disputes, and add statements of his or her own.

Extension Activity

Students may write several statements of their own to be used when playing the game again the next day in class.

HANDOUT 1

SEPARATION OF FEDERAL POWERS

The **executive** branch of the government (the President):

- grants pardons (excuses people from punishment who have committed a crime).
- approves or vetoes bills (allows or does not allow bills to become laws).
- calls special sessions of Congress.
- makes treaties (represents the U.S. in making written agreements between two countries).
- appoints justices (recommends federal judges, including Supreme Court justices).
- carries out laws made by Congress.
- commands the armed forces (is the head of the Army, Navy, Marines, Air Force, and Coast Guard).

The **legislative** branch of the government (the Congress):

- passes laws.
- decides requirements for citizenship.
- declares war.
- approves treaties (only the Senate does this).
- may impeach the President or justices (may charge the President or a federal judge with having done something illegal while in office).
- proposes constitutional amendments (suggests a formal amendment or change to the U.S. Constitution).

The **judicial** branch of the government (the federal courts):

- interprets laws and treaties.
- decides whether laws are constitutional.
- may have a say in cases that involve more than one state.

HANDOUT 2

STATEMENTS

1. Approves a treaty between the United States and the country of Broccolia that says the United States will stop sending broccoli to Broccolia.

2. Makes a treaty between the United States and the country of Broccolia that says Broccolia can send all its broccoli to the United States.

3. Decides that a new law that says everyone must eat broccoli every day or be fined $100 for not eating broccoli is unconstitutional.

4. Calls a special session of Congress to recommend legislation making cabbage illegal.

5. Proposes a constitutional amendment to make it illegal to refuse to eat your vegetables.

6. Decides that a Wisconsin law making it illegal to sell carrots grown in Illinois to residents of Wisconsin is unconstitutional.

7. Tells the United States Army and United States Navy what to do in case the United States goes to war with Broccolia.

8. Makes a law declaring that babies born to citizens of Broccolia who live in the United States are automatically considered citizens of the United States.

9. Decides that a law saying only Illinois and no other state may sell onions to Broccolia is unconstitutional.

10. Decides that the President should be impeached for not eating broccoli.

11. Decides that the President cannot constitutionally be impeached for not eating broccoli.

NO WEAPONS ALLOWED

by Carolyn Pereira and Anna Bowie

Adapted from an idea suggested by Hilda Harris, Melissa Lumberg, and Charlotte Wager, attorneys at the law firm of Jenner & Block, Chicago, Illinois, that originated from their volunteer work with Kenneth Baltuska's class at James Ward School in Chicago. This lesson was first published in its entirety in Update on Law-Related Education, *an American Bar Association publication, Vol. 18, Issue 2.*

Introduction

This lesson builds on the initial "No Pets Allowed" lesson. The image students have of the Old West is that people protected themselves by keeping a rifle handy. Times have changed. Experts say that by the year 2003 more people will die from gunshot wounds than in traffic accidents. Weapons are finding their way into schools, too. This increase in violence has led legislatures and schools to respond, often increasing the penalties similar to the methods employed with the war on drugs. This simple activity explores a rule posted by a school committee after receiving a copy of a new state law to keep weapons out of schools. Is the rule clear enough? Will this rule help solve the problem? Can it be rewritten? What else can/should a school do? What can teachers, principals, police officers, parents, and students do to help make a school safer?

Objectives

Students will:

- compare the "letter of the law" and intent of the law by using critical thinking skills to judge the hypotheticals.
- recognize that it takes more than a law to solve a problem and suggest that they can have a role to play in solving problems.
- develop an understanding that state legislators, principals, parents, teachers, police officers, and students may have different interpretations of a rule.
- develop a plan to make their school a safer place.

Materials

Handout: No Weapons Allowed
A line on the chalkboard as illustrated below:

1	2	3	4	5
Strongly Agree	Tend to Agree	Undecided	Tend to Disagree	Strongly Disagree

Procedure

1. Read the scenario on the following page, entitled "No Weapons Allowed," to the class.

2. Choose four or five students to become a human graph and instruct them to stand in front of the chalkboard. Explain to the class that you will read a statement and the members of the human graph will react to it by standing in front of the numbers on the graph that correspond with their opinions.

3. Instruct the class that the members of the human graph are not allowed to speak, so the class will have to interpret their thoughts for them.

4. Read each case below. Ask the human graph members, "Do you agree or disagree that this would be a violation of the law?" Allow time for human graph students to understand the statement and react by physically moving to a position on the line.

5. Now ask the rest of the class to explain why they think students are standing under various numbers on the chalkboard. You may choose to let the human graph students explain their positions after all other students have commented. Human graph students are allowed to change their minds at any time and move about under the line as they hear arguments that seem persuasive to them.

6. Continue with this process until all statements have been evaluated and discussed.

7. To debrief, ask the following questions:

    a. Does the rule need to be changed? Why or why not? If so, how?
    b. Would the teachers, principal, students, parents, and surrounding community of Fairlaw School like the rule? Why? Why not?
    c. Should consequences for breaking the rule be included? If so, what would be some appropriate consequences?
        Suspension
        Expulsion
        Punishing the parents
    d. Should the rule apply only to students? Should it apply to the principal? Teachers? Custodians? Visitors to the school? Why or why not?
    e. What are some rules you think schools should have to make them safer?
    f. Who can help make schools safer?
    g. What can they do?
    h. What can you do?

Resource Person

The lesson provides a good opportunity to invite your school principal, assistant principal, the head of a school committee, or a local legislator to visit the class. The guest could react to the students' answers to the debriefing questions. An attorney would also be a good resource person for this lesson. He or she could discuss the process of evaluating a case from all points of view, as did the students who were part of the human graph.

Extension Activity

Ask students to brainstorm ways they could make their class or school a safer place. Divide the students into groups of three to five. Have each group develop a plan to make the class or school a safer place, concentrating on one of the ideas they have brainstormed. The groups might want to present their plans to the school administration.

HANDOUT

NO WEAPONS ALLOWED

The Fairlaw School Rule committee has established a new rule. The committee wants to make sure that school is a safe place. At all the entrances to the school, the sign **"No Weapons Allowed"** has been posted. The rule seems clear but some arguments have arisen over what it means. Try to figure out if the rule should apply in the following cases, keeping in mind both what the rule **says** and what the committee **meant** for it to say.

1. Aaron, a fifth grade student, takes the city bus to school every day. On the bus, he is sometimes bothered by a group of older boys who take his lunch money and threaten to beat him up if he tells on them. He is so scared that he begins bringing a short metal pipe to school in his bookbag. He plans to pull out the pipe to scare the big boys if they start to hurt him. Is Aaron breaking the rule?

2. Keisha always carries a pocket knife that her dad gave her. She is artistic, and uses the pocket knife to whittle small statues out of wood while she is waiting for the bus to go to and from school. Is Keisha breaking the rule?

3. Dejon brings a butter knife to school to use at lunch to spread tuna fish on crackers. Is Dejon breaking the rule?

4. Karen has to walk through a bad neighborhood to get to school. She carries a baseball bat to school with her every day. Is Karen breaking the rule?

5. Carlos' brother is in a gang. Carlos finds his brother's brass knuckles under the bed, but he does not know what they are. He brings them to school, intending to show them to his friends and see if they know what they are. Is Carlos breaking the rule?

6. Jasmine brings a water gun to school and soaks all her friends at recess. Is Jasmine breaking the rule?

7. Andy saves rubber bands. He likes to shoot them at his friends. Is Andy breaking the rule?

8. Wesley plays softball on a Little League team that practices after school. He brings his baseball bat to school with him. Is Wesley breaking the rule?

9. Maria broke her leg and has to use crutches for the next month. She has the crutches with her in school. Is Maria breaking the rule?

CITIZENS AND CITY COUNCIL

by Carolyn Pereira

Adapted from a lesson in Educating for Citizenship, *a joint curriculum of the Constitutional Rights Foundation, the Law-Related Education Program for the Schools of Maryland, and the National Institute for Citizen Education in the Law.*

Introduction

This two part lesson helps students understand how information helps us to make better choices, as well as how local governing bodies make public policy decisions. This lesson fits into a study of how settlers chose to use the land when forming villages and towns, or into any geographical study of land use, such as the Land Ordinance of 1785. The lesson would also contribute to a study of how local governments were developed.

Objectives

Students will:

- understand that the more information one has, the more likely it will be that one makes a good choice.
- evaluate both sides of an argument.
- conclude that everyday citizens can play a role in shaping public policy by analyzing governmental processes.
- describe some examples of how governments use citizen input to shape public policy.
- explain the concept of majority rule.

Materials

Handout: Our Neighborhood

Procedure

Part 1

1. Place students in groups of four or five.

2. Distribute Handout: Our Neighborhood and have students read it.

3. Explain that city officials are trying to decide what to do with the vacant land on Park Street. Ask students to brainstorm some suggestions (e.g., parking, stores, housing, park) in their groups.

4. Ask the groups to share their brainstorming ideas with the class. Write all the ideas on the chalkboard.

5. Have the class vote on the ideas, eliminating all but the four or five that receive the most votes.

Part 2

1. Discuss with the class the meaning of majority rule. Remind them that a majority means "one half plus one," **not** "the most" (e.g., from three choices, the choice with "the most" could have only 34% support.)

2. Divide the class into groups of four or five.

3. Assign all but one of the groups one of the suggestions generated in Part 1 for use of the vacant land. These will be interest groups.

4. Assign the remaining group to be the city council. They will listen to arguments presented by each interest group and then make a final decision about what to do with the land based on these arguments.

5. Give the interest groups some time to decide what reasons to give in support of their suggestions to the council. A spokesperson should be appointed for each group to make an initial statement about what the group wants done with the land. City council members can then ask other group members for their reasons.

6. While interest groups decide what to say to the city council, meet with the council members who should make a list of questions to ask the groups. Stress that it is important that they pay attention to what each group has to say. By asking questions and listening carefully, they will be able to determine the good and bad aspects of each suggestion. In this way, they will be able to make a fair and informed decision. Have the group choose one member of the council to record each group's suggestion and supporting reasons. The mayor is to conduct the meeting and vote only if there is a tie.

7. Allow each group to present its suggestion and reasons to the council.

8. After each group has spoken, have the recorder read each group's suggestion and supporting reasons to the city council and the interest groups. Ask groups if what was read was accurate, and make any corrections you feel are necessary in the interest of fairness.

9. The class should listen to the city council as it discusses and makes a final decision. The council may use the recorder's list for reference. Only a majority vote (one more than half) by the city council will decide the issue. It may be necessary for the council to vote several times.

10. After the council decides, discuss the session. Note that all the groups had good suggestions and that the decision was a hard one. Then ask the following questions to debrief:

    a. What made some of the suggestions better than others?
    b. Why is it useful to have a group like the city council make a decision for the many community groups with different suggestions?
    c. What kinds of information did the city council have to consider when making a decision? (Consider location of the land, who would benefit, etc.)

d. What problems could have resulted if the council had made a decision about using the land without knowing anything about the land and the area surrounding it?
e. What are some advantages of majority rule? What are some disadvantages?

Resource Person

A city council member or a lobbyist would be a valuable resource person for this lesson. He or she could help the interest groups develop their arguments and comment on the entire process once the class's city council has made its decision. As a follow up, the students would benefit from a field trip to a local city council meeting, public building commission meeting, or other community group meeting to observe the process of local government in action.

Extension Activity

Have students apply the knowledge they have gained from this lesson to real life by studying an action of the local city council. Through a discussion of newspaper, television, and radio reports, students should formulate an understanding of the issue and write letters to the editor of the local newspaper expressing their opinion. Select the best three to five letters and send them to the editor.

HANDOUT

OUR NEIGHBORHOOD

Our neighborhood has about 15,000 people living in it. Most of them live in private homes, but there are some apartment buildings. There are many families with young children, some single working people who commute to a nearby city each day for work, and some retired people as well. The neighborhood has an elementary school, a middle school, and a high school. There is a small local park where children can play.

Park Street is one of our neighborhood's main streets. This area includes a police station, a library, some apartment buildings, and some small businesses. The businesses include a bank, a dog grooming establishment, a gas station, a dry cleaner, a small grocery store, a drug store, and two fast food restaurants that are busy during the dinner hour and on the weekends. There is a vacant lot nearby on Park Street. It is the only vacant lot near the business area of the neighborhood. The city council wants to develop this land, and is looking for suggestions from you, the citizens. As you meet in small groups to come up with ideas, keep the following questions in mind:

1. What do you think the people who live on or near Park Street need?
2. What do you think the neighborhood as a whole might need?
3. What might bring in some money for the town?
4. Should everyone have an equal voice in deciding what to do with the vacant land, or should the people who live near the lot have more of a voice in the decision? Why?

WHO SHOULD WEAR THE PANTS?

by Carolyn Pereira and Anna Bowie

Adapted from a lesson in Educating for Citizenship, *a joint curriculum of the Constitutional Rights Foundation, the Law-Related Education Program for the Schools of Maryland, and the National Institute for Citizen Education in the Law.*

Introduction

This activity helps students to realize that laws are not fixed, but rather change to reflect a changing society. It also focuses on the evolving role of women in society. Historically, the lesson links to the reform movements of the 19th century in general, and specifically to the movement for women's rights.

Objectives

Students will:

- understand the influence of individuals and their impact on United States society.
- use questioning skills to gather information about the past and present.
- conclude that rules, laws and customs change just as society changes.
- compare and contrast women's roles in society today to women's roles in the past.

Materials

Handout 1: Who Should Wear the Pants?
Handout 2: Then and Now (survey form)

Procedure

1. Distribute copies of Handout 1: Who Should Wear the Pants? to all students and ask them to read it.

2. Ask and discuss the questions below.

    a. Why did people think women should wear long skirts? Do you think men had the same reasons as women?
    b. Does your school have any rules about what you can wear? If it does, why do you think the rule(s) was (were) made?
    c. April 28, 1993, was the first "Take Our Daughters to Work Day." Parents were encouraged to take their daughters to their workplaces for the day. Why did people think this was a good idea? What did they think girls needed to learn by going to work with their parents?
    d. Why wasn't there a "Take Our Sons to Work Day?"
    e. Some people say that "When girls grow up and become women, they worry about how to balance having a career, a husband, and a family. When boys grow up and become men, they get married." What do you think this means?

3. For homework, have the students interview one older woman and one older man using the "Then and Now" survey form. Give two copies to each student. (Remember that for students, "older" can mean 21. Therefore, it is suggested that the interviewees be at least 40, so there is a recollection of significant changes).

4. After the homework assignment is completed (you may want to let the students have several days to complete the assignment), have each student report to the class the social differences recollected by their interviewees. Have a student keep a tally of results mentioned, and display it on a wall. Also keep a list of comments regarding question #9 of Handout 2: Then and Now. Allow students to add to it as they hear or think of other social changes regarding women.

5. As a culminating question, ask if the changing role of women has affected men and boys; if so, how? A good starting point for this discussion might be to talk about how fathers were once supposed to be authoritarian and remote, and how that has changed. It is not unusual nowadays for fathers to change diapers, bathe children, etc.

6. You may want to repeat the assignment, this time focusing on the changing roles of African-Americans, Hispanics, Jews, Poles, or other minorities.

Resource Person

A female attorney or legislator could serve as a resource person by listening to the students' discussion and reacting to their reasoning.

Extension Activity

Assign groups of students to research the following questions:
1. What other "rights" were not guaranteed to women in the 18th and 19th centuries?
2. What is meant by the term "glass ceiling?"
3. What problems of inequality do women still face today?

For the Teacher

Responses for #1 of the extension activity may include voting, serving on juries, inheriting money and/or property, belonging to certain clubs and/or organizations, and holding certain jobs.

"Glass ceiling" may be defined as limitations on professional advancement due to gender bias.

HANDOUT 1

WHO SHOULD WEAR THE PANTS?

I love winter, but I remember trying to walk to school wearing all of my heaviest clothes. I could hardly move.

Even when it got warm, I had trouble because of the clothes the other girls and I had to wear. Girls always wore skirts or dresses to school. My school had a rule saying girls could not wear pants unless it was a very cold day. On very cold days, we could wear pants under our skirts and take the pants off at school.

I was lucky, however, that I wasn't born over 100 years ago. I would have been wearing floor-length hooped skirts. Some of the hoops were so big that women couldn't get through doors!

One woman, Amelia Jenks Bloomer, didn't want to wear hooped skirts. She shortened a dress to just below her knees and made puffy pants to wear under the dress. Those puffy pants became known as "bloomers."

Although what she did wasn't against the law, it was against what most people thought was right and proper, or the custom of the day. Both men and women made fun of her and called her names.

Amelia Jenks Bloomer went around the country always dressed in her bloomers. The bloomers became a symbol for women's liberation. Women wearing bloomers could do many more things—things that "ladies" were not supposed to do. Can you think of some of these things?

Amelia wanted to make life better for women not just by changing what they could wear. She spoke for laws to protect both married and unmarried women, help them get a better education, and let them vote. Now women can vote, go to public school, and certainly can wear pants!

HANDOUT 2

THEN AND NOW

Interview one man and one woman. Make sure that each person you interview is at least 40 years old. Circle one response for each question. The person I interviewed on this form was a:

woman **man**

1. Do you think more, less, or about the same number of women go to high school now as when you were a child?

   more **less** **about the same**

2. Do you think more, less, or about the same number of women go to college now as when you were a child?

   more **less** **about the same**

3. Was it unusual for married women to work outside the home when you were a child?

   yes, it was unusual **no, it was not unusual**

4. When you were a child, did many mothers of young children work outside the home?

   yes, many **no, not many**

5. When you were a child, was it unusual for women to run for political office?

   yes, it was unusual **no, it was not unusual**

6. When you were a child, were women ever bosses at work?

   women were often bosses **women were seldom bosses**

7. When you were a child, were there many women doctors?

   yes, many **no, not many**

8. When you were a child, were there many women lawyers?

   yes, many **no, not many**

9. What do you think has been the biggest change for women in your lifetime?

HOUSE HUNTING

by Carolyn Pereira and Anna Bowie

Introduction

This lesson introduces students to the idea that some kinds of discrimination are illegal, and ties in well with a study of the civil rights movement.

Objectives

Students will:

- understand that federal laws prohibit discrimination on the basis of race, sex, religion, national origin, or disability.
- sharpen critical thinking skills.
- demonstrate sequencing skills.
- distinguish between the concepts of prejudice and discrimination.
- display empathy for victims of discrimination.
- suggest ways by which discrimination may be prevented.

Materials

Handout: Sentence Strips (cut into strips so that there is one sentence on each card)

Procedure

1. Write the word DISCRIMINATION on the chalkboard and ask students what it means. If they do not know, tell them that it means choosing one thing over another, or being prejudiced or biased toward one thing over another. Ask if discrimination is legal. Discuss the examples of legal and illegal discrimination that follow. After you read each example, ask the students if they think it is fair that the example is legal (or illegal). Why or why not?

   Some examples of legal discrimination are:

   a. All male professional football teams.
   b. All female college dormitories.
   c. In the state of Illinois you must be 16 in order to get a driver's license.
   d. You must be at least 18 years old and a citizen to vote.

   Some examples of illegal discrimination are:

   a. A company refuses to hire African-Americans solely because of their race.
   b. A public school refuses to enroll students who live in the district but do not speak English.
   c. A neighborhood decides that houses cannot be sold to Jewish people.

2. Tell students that there is a federal law, passed in 1968, called the Federal Fair Housing Law, that makes it illegal all over the country for a landlord to refuse to rent to someone because of race, religion, sex, or national origin.

3. Pass out one strip of paper (cut from handout) to each student. If you have more students than you have slips of paper, you may have two groups work on the same case.

4. Each student must find the other people who have the missing pieces of information. Once the group has formed, the students should put the pieces of information in sequential order and decide what the facts of the story are.

5. The group should then decide whether or not the story is an example of illegal discrimination. Tell the students that you will select one member of the group to report the group's decision and why they came to that conclusion. Since they do not know who you will choose, each member should be prepared to report.

6. Choose one member of each group to read the story in order. Choose another member to report on the group's decision and why they reached that decision. Allow others in the group to contribute if necessary.

7. Ask the class if they agree with the group's decision, and to explain why or why not.

8. Repeat steps 6 and 7 until all groups have reported.

9. Brainstorm with the class ways to prevent cases of illegal discrimination.

For the Teacher

A potential tenant who feels he or she has been discriminated against may bring court action against the landlord. He or she can file a complaint with the Department of Housing and Urban Development, who will contact the landlord and try to persuade him or her to obey the law. If this is not the first complaint against the landlord, the Department may initiate court action. The tenant may also file a complaint with the Attorney General of the United States, who may try to end the discrimination with a court order if this is not the first complaint. In cases that do not involve illegal discrimination but may be perceived by the potential tenant as unfair, potential tenants could go back to the landlord more neatly dressed and with references (Tom Long), ask to be interviewed before they are judged (Bruce and Jim), or reveal how much money they have in savings (Donna).

Answers to the hypothetical questions:

1. Kow Wang: According to the Federal Fair Housing Law, "...it shall be unlawful to refuse to sell or rent after the making of a bona fide offer, or to refuse to negotiate for the sale or rental of, or otherwise make unavailable or deny, a dwelling to any person because of race, color, **religion**, sex or national origin." The Illinois statute is worded thusly: "All persons shall have the right to be free from discrimination on the basis of race, color, creed, national ancestry and sex in the hiring and promotion practices of any employer **or in the sale or rental of property**."

2. Tom Long: This is legal if the landlord is not discriminating on the basis of race.

3. Bruce and Jim: According to the Federal Fair Housing Law, a landlord may not discriminate on the basis of sex in renting an apartment (see #1).

4. Donna Smith: This is legal.

5. Susan Klein: This is illegal discrimination. An Illinois law makes it "...a civil rights violation for an owner or any other person engaging in a real estate transaction, or for a real estate broker or salesman, because of unlawful discrimination or **familial status**, to refuse to engage in a real estate transaction with a person or to discriminate in making available such a transaction..." Familial status means one or more children under the age of 18 living with a parent or legal guardian or the designee of a custodial parent.

Resource Person

A civil attorney, attorney general's representative, consumer protection worker, family lawyer, or knowledgeable real estate agent would be a good resource person to comment upon the group's decisions and on methods of remedying housing injustices.

Extension Activity

Have students illustrate the Federal Fair Housing Law by designing pictures, cartoons, or collages.

HANDOUT

SENTENCE STRIPS

KOW WANG 1 OF 5
Kow Wang believes in the Buddhist religion and does not eat meat.

KOW WANG 1 OF 5
Kow Wang is from Vietnam and has five children ages two to 13.

KOW WANG 1 OF 5
Kow Wang tries to rent an apartment dressed in Vietnamese clothing.

KOW WANG 1 OF 5
Kow Wang does not speak English very well, but he graduated from college in Vietnam.

KOW WANG 1 OF 5
The landlord says, "I don't rent to Buddhists," and slams the door.

TOM LONG 1 OF 5
Tom Long is an African-American artist who makes an appointment to see an apartment near his studio.

TOM LONG 1 OF 5
Tom Long is in a hurry and does not stop to change clothes, so he arrives in torn blue jeans and an old shirt with paint on it.

TOM LONG 1 OF 5
The landlord opens the door, looks at Tom, and says "I won't rent to you."

TOM LONG 1 OF 5
Tom Long says "Is it because I'm African-American?"

TOM LONG 1 OF 5
The landlord says, "No, it's because you are sloppy and won't take good care of my property."

BRUCE AND JIM 1 OF 5
Bruce and Jim are seniors in college.

BRUCE AND JIM 1 OF 5
Bruce and Jim are looking for an apartment near their school.

BRUCE AND JIM 1 OF 5
They find an apartment they really like that they can afford.

BRUCE AND JIM 1 OF 5
The landlord will not rent to male students.

BRUCE AND JIM 1 OF 5
The landlord has rented to male students before, and they left the apartment in bad shape.

DONNA SMITH 1 OF 5
Donna Smith just got laid off from her job and is looking for a new job.

DONNA SMITH 1 OF 5
Donna Smith's apartment building was sold and the new landlord raised the rent.

DONNA SMITH 1 OF 5
Donna Smith is looking for a cheaper apartment.

DONNA SMITH 1 OF 5
Donna Smith finds an apartment she likes and can afford.

DONNA SMITH 1 OF 5
The landlord will not rent to Donna Smith because she doesn't have a job.

SUSAN KLEIN 1 OF 4
Susan Klein has a ten year old daughter named Leslie.

SUSAN KLEIN 1 OF 4
Susan Klein makes an appointment to see a larger apartment.

SUSAN KLEIN 1 OF 4
Leslie Klein is excited because this larger apartment is across the street from a children's playground.

SUSAN KLEIN 1 OF 4
When Susan and Leslie Klein arrive for the appointment, the landlord says "I'm sorry, but we don't rent to families with children."

UNITED STATES HISTORY, THE LAW, AND YOU, KID

by Anna Bowie

Introduction

This activity, which acquaints students with some historical leaders, is a good concluding activity for the study of United States history. The activity, which will take several days to complete, familiarizes students with the basics of historical research while providing a variety of multicultural role models.

Objectives

Students will:

- recognize the influence of individuals differing by gender, race, ethnicity, religion, and culture on United States society.
- exhibit an understanding of the chronology and significance of major historical, political, social, and economic events contributing to the development of the United States.
- practice research, writing, editing, and communication skills.
- develop critical thinking skills by synthesizing knowledge gleaned from research and applying it to other situations.

Materials

Handout 1: Research Guide
Handout 2: Script
Handout 3: Editor's Guide
Index Cards

Procedure

1. Allow space for six columns on the chalkboard. Head each column with one of the following names: Tecumseh, Rosa Parks, John Peter Zenger, Cesar Chavez, Korematsu, and Dorothea Dix.

2. Brainstorm with the students anything they might know about these people. Write their contributions down under the correct column (i.e., under "Rosa Parks" someone might suggest "refused to move to the back of the bus"). There will be several people students know nothing about. Tell them that this lesson will help them learn about some people who changed history and helped make laws more fair.

3. Divide the students into six groups and assign one of the names above to each group. Do not assign more than five students to any one group. If you need to add another role model and create another group in order to accommodate all your students, you may want to add John F. Kennedy, Dr. Charles Drew, or a role model of your own choosing, perhaps one who is of the same ethnic background as some of your students.

4. Distribute the Research Guide to each student. Tell the students that in groups they will research the person they have been assigned. They should answer all the questions in the Research Guide and may add anything else that they find that might interest the class.

5. Arrange for your class to use the school library for several one hour blocks of time. During the research period, you or the librarian should familiarize the students with how to search for information through the computer or card catalog, how to summarize ideas, and how to use a variety of sources (see Handout 1: Research Guide). If it is impossible for your class to use the library for this length of time, an alternative is to select relevant materials, put them on a "library on a cart," and keep the cart in your classroom during this phase of the lesson.

6. Assist students in their guided research.

7. Review the index cards to make sure all students contributed to the group.

8. Instruct each group to write a rough draft based on the information on their index cards.

9. Collect the rough drafts. Distribute them so that each group gets a draft written by another group. Groups should edit each other's work by writing answers to the questions in the Editors' Guide.

10. Return the rough drafts to the original groups. Allow the groups time to read comments and revise the rough drafts into a final copy.

11. When a group is satisfied with its work, review it with them, discuss any errors you find, and the best way to correct them. Do this with each group.

12. Select an outgoing, enthusiastic student to be a "talk-show host(ess)."

13. Announce to the class that the six famous people they have researched are invited to be on a talk show called "United States History, the Law, and You, Kid." Have each group select one member to role play the person they have researched. The other students will be audience members, and will be allowed to ask questions.

14. Allow the role player time to make sure that he or she knows all the information gathered by the group. Meanwhile, audience members should be developing questions to ask the guests. At the same time, give the talk show host(ess) a copy of the script and allow him or her to develop additional questions.

15. Arrange the room so that there is a semicircle of chairs in the front of the room for the guests.

16. Allow the students to role play the talk show. If a videocamera is available, you might want to tape the talk show and allow students to watch it later.

17. Debrief. After the talk show, allow students to discuss these questions as a class:

    a. Do you consider all, some, or none of these six people to be United States heroes? Why?

    b. Whom do you personally admire most? Why?

    c. Do you think one person can make a real difference in the world? Why or why not?

    d. Why do you think the talk show is called "United States History, the Law, and You, Kid?" (Emphasize to students that they are a part of United States history and law).

For the Teacher

1. The research assignment calls for one encyclopedia, one book, and one magazine. You may want to modify these requirements to suit your students' abilities.

2. Be sure you review with students the use of the *Reader's Guide to Periodical Literature* before requiring the use of a magazine article.

Resource Person

A librarian would be an ideal person to help students learn to do research. A social activist, someone involved in civil rights or other causes, could be invited to the talk show and asked to comment afterwards both on the show and on his or her own experiences.

Extension Activity

If you have kept a history timeline during the year, have students add the famous people they have researched to the appropriate spots on the timeline.

HANDOUT 1

RESEARCH GUIDE

Your name _____.

You are a member of the group researching _____.
(assigned name)

Using at least one encyclopedia and one book or magazine, find the answers to the following questions. Also write down any other interesting information you find. You should write each individual fact or piece of information on a separate index card. When you have all the facts, arrange the index cards in the order that you want the information to be in your final paper. Now you have an outline to help you write the final paper.

Your index cards should look something like this:

Your name	Famous Person's Name
Name of book, encyclopedia, or magazine you used	
Author of book or magazine	
Date published	
Page number where you found the information	
Information	

Questions to guide your research

1. When did the person live?
2. What is the person's ethnic background?
3. Where did the person live for most of his or her life?
4. What was the biggest problem the person faced?
5. What made him or her famous?
6. How did the person help U.S. citizens and lawmakers to become more aware of the problem?
7. What kinds of things did the person do to try to solve the problem?
8. Do you think people are treated more fairly now because of what this person did? Why or why not?
9. Do you think this person is a hero or heroine? Why or why not?
10. Do you think one person can make a difference in the lives of all citizens? Why or why not?

HANDOUT 2

UNITED STATES HISTORY, THE LAW, AND YOU, KID
STARRING

_____
(Host's or Hostess' Name)

Good morning/afternoon ladies and gentlemen. I'm _____,
(your name)

and I'm your host/hostess for United States History, the Law, and You, Kid, the talk show by and for kids. Welcome to the show. Today's topic is "Americans Who Have Made a Difference." I'd like to introduce you to my guests for today (As guests are introduced, each should raise his or her hand). They are: Tecumseh, Rosa Parks, Cesar Chavez, John Peter Zenger, Korematsu, and Dorothea Dix. Please give them a big welcome! (Audience claps).

I'm going to give each of our guests a little time to tell you a bit about themselves. Then we'll let the audience ask questions. Guests, when I call on you, please tell us about one problem you faced during your lifetime, and what you did to try to solve it.

Instructions

Call on each guest and give each time to answer.

Take questions from the audience.

Below are suggestions for other questions the talk show host(ess) may ask the guests. Allow time for questions from the audience after each question is answered by the guests.

1. *Do you think you succeeded in what you set out to do? Why or why not?*
2. *How have things changed for people because of what you did?*
3. *Do you consider yourself a hero or heroine? Why or why not?*
4. *What problems do you think face the United States today?*
5. *Do you have any advice for those of us who would like to try to help solve today's problems? What would you do?*

I see we've run out of time. Thanks again to our guests for being with us today. Let's give them a big round of applause. (Audience claps).

HANDOUT 3

EDITOR'S GUIDE

As a group, read the draft you have been assigned and then answer the following questions in writing:

1. We learned that...

2. We would like to know more about...

3. We were unclear about...

The Constitutional Rights Foundation Chicago
Gratefully Acknowledges the 1993–1994 Adult Participants
in
Law in My Life
CRFC's U.S. Constitution Program
for
Fifth and Eighth Grade Students

TEACHERS

Kenneth Baltuska, James Ward School
Pamela Berk, Clark School
Mark Berman, Richard J. Daley Branch School
Sheri Bivens, Ray School
Mildred Blount, Brenan School
Sheryl Boardman, Plamondon School
Jacqueline Brewer, Haugan School
Gertie Brogsdale, Newberry Academy
Luz Carrasquillo, Piccolo School
Arthetta Connors, Clark School
Barbara Deuschle, Von Humboldt School
Judy Dobek, Christ the King School
Allan Dressel, Christ the King School
Doreen Duffy, Otis School
Betsy Foxwell, Clinton School
Roula Georgiopoulos, Monroe School
Doris Guider, Byrne School
Joan Gunther, Belding School
Tom Higgins, Healy School
Bliss Hunter, Douglas Community Academy
Maureen Kelly, Christopher School
Ronald Kuchvalek, Nash School
Carole Landrum, Ray School
Noreen Larson, Douglass Middle School
Elizabeth Locallo, Clinton School
Clare Kobald McCarthy, Pickard School
Ire McFarland, Byrd Community Academy
Kathleen McKenna, Baker School
Patrick MacMahon, Sabin Magnet School
Cynthia Mills, Kellogg School
Joyce Montgomery, Cameron School
Sharon Morrissette, Newberry Academy
Carol Nalepka-Smith, Dyett Middle School
Eleanor Nangle, Hawthorne School
Nancy Nelson, Murray Language Academy
Daryl Nitz, Donoghue School
Judith Orman, Funston School
Alyce Phyall, Lozano School
Pearl Piltz, Jahn School
Thomas Powers, Sullivan School
Barbara Ross, Irving Park Middle School
Dan Snyder, Von Humboldt School
Sandra Socha, Monroe School
Marvie Sparks, Murray Language Academy
Ellen Stefanic, Beye School
Gay Tate, Piccolo Elementary School
Jacqueline Tuttle, Christopher School
Jeannine Valentino, Pickard School
Doris Ward, Marconi Academy
Bertella Warren, Newberry Academy
Phyllis Weinstein, Greeley School
Vernetta White, Richard J. Daley School
Beverly Williamson, James Ward School
Shirley Wynn, Sullivan School

CRFC ATTORNEY VOLUNTEERS

Robert Atkins
David Baffa
Ruth Bahe-Jachna
Kim Baird
Jeri Dybas Baren
David Barish
Raymond Benkoczy
Steve Bersell
Mary Britzius
Kara Brockmeyer
Carrie Bryan
Edward T. Butt, Jr.
Catherine Chaskin
Wendy Chronister
Don Clark
Chris Cohan
Louis Cohn
Jenny Coleman
Cecelia Comito
Mollie Dajani
David Delgado
Kathy Dickinson
Thomas Doyle
Steven M. Elrod
Maria Enriques
Kristina Entner
Rossana Fernandez
Jim Fieweger
Victor P. Filippini, Jr.
Lester Finkle
Laura Fisher
E.J. Fournier
Margaret Foust
Benjamin Ghess
Naomi Gil
Michael Glasser
Jeffrey Gray
John Hamill
Robert Hamilton
Hilda Harris
Paul Hartzel
Christina Heyde
Erin Higgins
Adam Hoeflich
Edward Howard
Frank Howard
Daniel Hurtado
Mark Irpino
James Jacobs
Andy Jacobson
William Janulis
Jonathan Jennings
Jolie Kahn
Peggy Kane
Daniel Kaplan
Stephanie Kartofels
Tim Kelly
Loretto Kennedy
Estella Kiser
Patti Kocour
Richard Krakowski
Pam Krall
Jodi LaCost
David Layden
Donna Leonard
Edward J. Lewis II
Terry Lindquist
Matt Lozich
Melissa Lumberg
Lynette Lupia
John Madigan
Ed Malone
Robert Markin
Bob Markowski
Mary Cay Marubio
Douglas Masters
John McCaffrey
Maria Menotti
Bill Meyer
Daniel Meyer
David Morrison
Cecilia Mowatt
Larry Necheles
Susan Noyes
David Odom
James Oh
Joan O'Reilly Oh
Corinne Olson
Jessie Paluch
Dean Panos
Danette Pechacek
Earl Peterson
Christy Picker
Amy Powers
Robert Radasevich
Bret Rappaport
Marit Rasmussen
Mary Reames
Bridget Reidy
Maggie Rice
Kristy Richardson
Jose Rivera
Antonio Romanucci
Stephanie Rosen
Douglas Rosner
Michael Rothstein
Allen Schlinsog
Sarah Schoenfield
Rachel Schulman
Christine Sgarlatta
Anne Shaw
Michael Sheehan
Meg Sima
Julie Ann Sklaver
Allan Slagel
Daniel Smith
Nancy Smith
Michael Solock
Brad Staubus
Richard Steinken
Francine Stulac
Darius Sturmer
Thomas Sullivan
Cynthia Tackett
Jennifer Van Duzer
Brian Vandenberg
Xavier Velasco
Natalie Villaflor
Charlotte Wager
John Ward
Vanessa Weathersby
Melissa Widen
Thomas Woodrow
Andrea Wyant
Rebecca Zweifel